

The Study of Effectiveness of Entrepreneurship Educational Periods on the Creation of Job Satisfaction among Payam-e-Noor University Students in Hamedan

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Abstract

In the scope of organizational behavior, job satisfaction of staff is the most important basic variables. Today, it is verified that the extent to which managers of organization think about the increase of staff job satisfaction, they help to more favored job circulation in organization. Today, one of the most important concerns of university students after education is to find job. The aim of this research is to investigate the effectiveness of educational periods of entrepreneurship on student's job satisfaction of Hamedan Payam-e-Noor University. In this research, we seek to hold interest-survey test that students can obtain the better understanding of them and favored jobs. John Holand questionnaire is used to gather data and data were analyzed using descriptive statistical indexes and t-parametric test for independent groups by SPSS software. It is concluded from obtained results of hypothesis that holding these periods along objectives and policies of implementation of it in Hamedan Payam-e-Noor University have reasonable progress and holding of entrepreneurship educational periods has significant effect on business knowledge and job satisfaction of students.

Keywords: entrepreneurship, job satisfaction, business. Statistics

Introduction

Job satisfaction is of structures that have specific setting in management science and exploitation specialists believe that with increase of job satisfaction we can see the development of human resources. Different factors are effective in job satisfaction. These factors from demographic features to organizational behavior and job pressures have increasingly effect on job satisfaction.

Looking at growth procedure and global development, we found that the role and position of entrepreneur is significantly increased with the increase and development of advanced technologies. In other words, there is direct relationship between technology improvement and necessity of entrepreneur training. Although invention has specific position in countries development in recent years, today, individual and organizational entrepreneurship is of important options of economic growth and development so that in the West and other countries, recent two decades are called golden decades of entrepreneurship. In most developed countries and in developing countries, discussion of entrepreneurship is the most basic resource of development. Beside some experts believe that it is not obtained with direct training and entrepreneur should be instructed with training method, but anybody doesn't deny this matter that the use of new technologies and create new job is not accessible without education and training in practice.

In this direction, with respect to adopted policies by Payam-e-Noor university as 'education for all' in order to reach the promoting levels of students entrepreneurship and providing contribution of provinces and centers in entrepreneurship, it is necessary to create comprehensive entrepreneurship in university. So, Payam-e-Noor university should change its education system from type1 university (education centered) and type2 (research centered) to type3 (entrepreneurship).

The main aim of the research is to understand the effectiveness rate of entrepreneurship educational periods on job satisfaction of students.

Significance of the study

Since universities as basic administrator of education and training of human resources specialized in society has basic role, attention to university entrepreneurs helps to better development of it.

Perhaps, changing the students approach from seeking-job to entrepreneurs is to understand this matter that in today's world student has more advantageous than others who exceeds its knowledge and memories and has expert in problem solving of that specialized limit and acts successfully.

This is because that education of entrepreneurs is taken into consideration in two organized conditions with different instructional programs and sometimes spending more time with short time instructional workplaces and seminars.

It is hoped that university can have significant role in facilitate the entrepreneurship direction with relay on its basic mission, that is, education and research. For changing ordinary people to entrepreneur people and comprehensive support from them it is needed for one comprehensive attempt in training the development of technological areas and financial support. In this respect, the role of universities in effectiveness of entrepreneurship educational periods on business knowledge of universities and holding these educational periods with exploitation and qualitative and quantitative improvement are necessary.

Education of entrepreneurship and the role of university scientific centers

In the late 50, Japan was the first country doing very classic and started the promotion of entrepreneurship from high school level and has educations.

The problem of entrepreneurship in Japan is continued to universities.

Between 1970 and 1992, more than 96% of industrial innovations that could convert the situation of Japan into outstanding situation in global economy are done by entrepreneurs.

In the past, a myth was common that entrepreneurs have inherent feature and these features are borne with them. These features include initiative, taking risk and So the basic assumption of the myth was that entrepreneurs are not trained through education. But today, entrepreneurship is identified as a scientific field that follows the collapse of the old myth. Scientific field of entrepreneurship has models, process and cases like all other fields that knowledge related to them should be obtained (Moghimi, 2001).

Entrepreneurs are learned as we learn. Entrepreneurs not only learn from their errors and informal educators but also are capable of learning through study and formal training. Books and courses about the forming new job are quickly increasing. In addition to books and courses, new collection of educational programs is designed for filling the information gap and knowledge for entrepreneurs who seeking their job.

Programs based on education act in the base of this assumption that we only find appropriate and effective tools for relating resources retrieved from our universities, technical schools and colleges to new job community, then we can be able to reinforce industrial initiatives.

Study was done in 1982 in Baulor University on students in entrepreneurship field; evaluation of students from entrepreneurship field was that attention should be more on financial lessons. Second field that should be considered is management. In addition to these, human relations and marketing lessons have also specific importance. Calgary University is authorized in 1973 to establish M.A. field and entrepreneurship is considered as one of the basic areas. In June 1985, the university has evaluated the results of holding one of the courses of its entrepreneurs education hold

from June 1984 to December 1984 and asked from 50 participants of 65 about the results of the course.

This course involves about \$75000 expenses for university. Experience of Calgary university showed that small investments (almost \$75000) in training of entrepreneurs of small jobs led to numerous value added (equivalent to \$0.000.750) and in addition, have more effect on creating the employment opportunity and facilitating the creation of capital.

If we seek new solutions, country space should be designed in a manner that entrepreneurs grow. In most cases, management with centralized decision making is against entrepreneurship morale. Entrepreneurship is growing in where concentration is not perfect. Today, education of entrepreneurship is provided for youth in the world. All high schools students are encouraged. It is considered that in today world, we will fail without having entrepreneurship knowledge and skill, if we have an idea but noting sufficient knowledge.

Job satisfaction

Man power is biggest capital of a country and basic factor of improvement. Exploitation and use of manpower of every organization is of main issues that increasingly organizational management has paid attention to it. The discussion of job satisfaction has direct and strong relationship with effectiveness and exploitation and is considered by managers, because job satisfaction of staff is the most important of basic factors in the scope of organizational behavior. Today, it is verified that the extent to which organization managers think about of the increase of staff job satisfaction, they help to more desired circulation of work procedure in organization. Therefore, most part of research in human studies is devoted to it. Results of different researches have showed that job discontent is the main cause of high rates of job leaving, absence, and delay, and complaint, physical and mental difficulties.

Materials and methods

Research methodology is causal-comparative based on questions and hypothesis so that statistical tests are used for proposed hypothesizes test. In causal-comparative, the purpose is to possible cause (independent variables) from effect (dependent variable) and for this reason, this research is retrospective.

This research design is used when independent variable is non-manipulated due to being attributable and researcher wants to get effective independent variables with studying dependent variable (effect).

Statistical Population

The population includes students who passed education periods of entrepreneurship in Hamedan Payam-e-Noor University in second half-year of 2009-2010. The number of samples is calculated 100 individuals after calculation using semi-variance formula. Sampling is 300 individuals using variance analysis formula and with respect to the population composes all individuals who contribute to entrepreneurship education periods.

110 individuals were selected randomly among all names and questionnaire was distributed among them. This number was considered as sample group. Also, 110 individuals were selected among students studying in the same university and their field of study and gender were conformed to sample group and questionnaires were also distributed among them. Covariance analysis test was used for data analysis.

Method of sampling and number of sample

With respect to 300 individuals population composing all individuals contributed to entrepreneurship education periods, 100 individuals were selected randomly and questionnaire was distributed between them. Students passed this period in semester 2009-2010. The number of them

were 300 individuals based on obtained statistics. Sample volume was determined based on Cochran formula.

Results

Table 1. Description of demographic information of the sample according to frequency and percentage

total		man		woman		Passing the entrepreneurship skills education	Field of study	of
%	N	%	N	%	N			
4.5	0	.81	2	.72	3	no	physics	Basic
4.5	0	.81	2	.72	3	yes		
4.5	0	.90	1	6.3	4	no	mathematics	
4.5	0	.90	1	6.3	4	yes		
22.7	25	6.13	15	.19	10	no	Industrial management	Human science
22.7	25	6.13	15	.19	10	yes		
4.5	5	-	-	5.4	5	no	Business management	
4.5	5	-	-	5.4	5	yes		
9.1	10	.63	4	5.5	6	no	accounting	
9.1	10	.63	4	5.5	6	yes		
13.6	15	.54	5	1.9	10	no	phschoology	
13.6	15	.54	5	1.9	10	yes		
4.5	5	-	-	5.4	5	no	economics	
4.5	5	-	-	5.4	5	yes		
9.1	10	.36	4	5.5	6	no	project engineering	engineering
9.1	10	.36	4	5.5	6	yes		
27.3	30	.37	8	20	22	no	Industrial engineering	
27.3	30	.37	8	20	22	yes		
100	110	.535	39	5.64	71	no	total	
100	110	.535	39	5.64	71	yes		

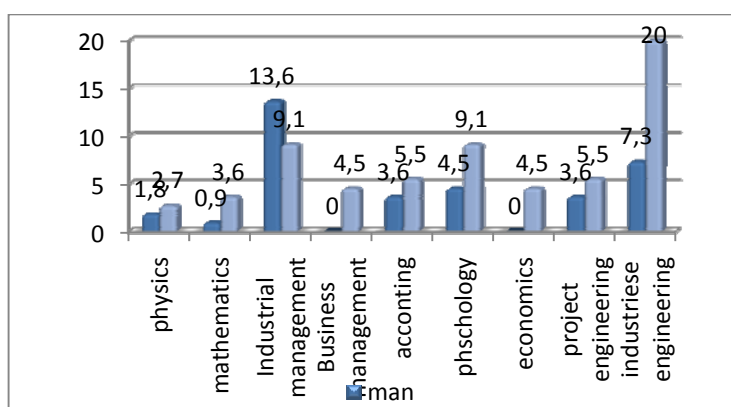


Figure 1. Frequency of statistical samples according to gender and field of study

Table 2. Description and comparison of job satisfaction rate of students have passed entrepreneurship skills in educational periods and students have not passed these periods

variance	Standard deviation	maximum	minimum	Standard error of mean	mean	number	Passing entrepreneurs hip periods	Main variable
2.30	1.51	9	3	0.14	4.86	110	no	Mathematic field
2.68	1.63	9	3.5	0.15	5.57	110	yes	
1.51	1.23	9	3.5	0.11	6.37	110	no	Empirical science
2.07	1.44	10	4.2	0.13	6.33	110	yes	
0.89	0.94	8	4.1	0.09	6.47	110	No	Human science
0.91	0.95	8.4	4.5	0.09	6.44	110	yes	
1.16	1.07	6.88	2.77	0.10	4.43	110	no	Service field
1.27	1.12	6.93	3.15	0.10	4.89	110	yes	
1.54	1.24	7.17	2.33	0.11	4.16	110	no	Industrial field
1.75	1.32	6.83	2.71	0.12	4.75	110	yes	
1.04	1.02	6.88	2.75	0.09	4.41	110	no	Agriculture field
1.2	1.09	7.08	3.13	0.10	4.87	110	yes	

A) The mean of satisfaction to mathematics science in students have passed periods of entrepreneurship education is 5/57, standard error of mean is 0.15, minimum is 3.5, maximum is 9, standard deviation is 1.63 while the mean score of satisfaction to mathematic science in students have not passed these periods is 4.86, standard error of mean is 0.14, minimum is 3, maximum is 9, standard deviation is 1.51.

B) The mean of satisfaction to empirical science in students have passed periods of entrepreneurship education is 6.33, standard error of mean is 0.13, minimum is 4.25, maximum is 10, standard deviation is 1.44 while the mean score of satisfaction to empirical science in students have not passed these periods is 6.37, standard error of mean is 0.11, minimum is 3.5, maximum is 9, standard deviation is 1.23.

C) The mean of satisfaction to human science in students have passed periods of entrepreneurship education is 6.44, standard error of mean is 0.09, minimum is 4.5, maximum is 8.4, standard deviation is 0.95 while the mean score of satisfaction to human science in students have not passed these periods is 6.47, standard error of mean is 0.09, minimum is 4.1, maximum is 8, standard deviation is 0.94.

D) The mean of satisfaction to service science in students have passed periods of entrepreneurship education is 4.89, standard error of mean is 0.10, minimum is 3.15, maximum is 6.93, standard deviation is 1.12 while the mean score of satisfaction to service science in students have not passed these periods is 4.43, standard error of mean is 0.10, minimum is 2.77, maximum is 6.88, standard deviation is 1.07.

E) The mean of satisfaction to industrial field in students have passed periods of entrepreneurship education is 4.75, standard error of mean is 0.12, minimum is 2.71, maximum is

6.83, standard deviation is 1.32 while the mean score of satisfaction to industrial field in students have not passed these periods is 4.16, standard error of mean is 0.11, minimum is 2.33, maximum is 7.17, standard deviation is 1.24.

F) The mean of satisfaction to agriculture field in students have passed periods of entrepreneurship education is 4.87, standard error of mean is 0.10, minimum is 3.13, maximum is 7.08, standard deviation is 1.09 while the mean score of satisfaction to agriculture field in students have not passed these periods is 4.41, standard error of mean is 0.09, minimum is 2.75, maximum is 6.88, standard deviation is 1.02.

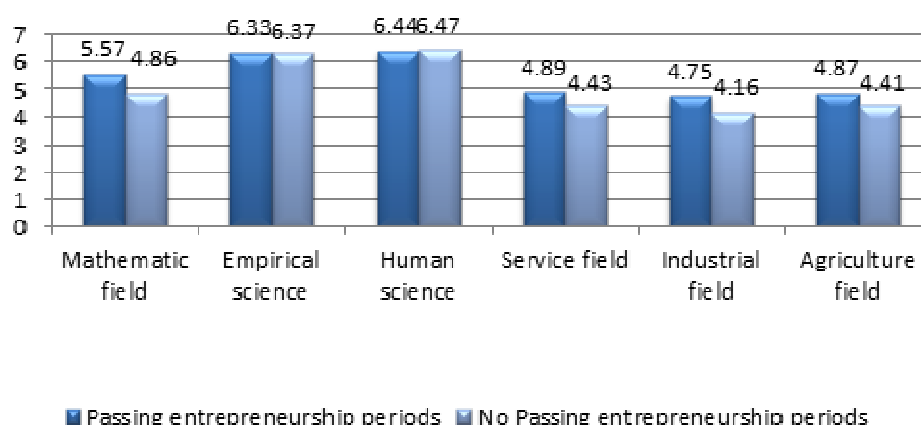


Figure 2. Comparison of students job satisfaction have passed educational periods and students have not passed these periods

Findings of the study

H0: Entrepreneurship skill education is effective on student's job satisfaction.

H1: Education of entrepreneurship skill is not effective on job satisfaction of students.

Table 3. Results of t-test for independent groups in the case of students job satisfaction rate have passed entrepreneurship educational periods and students have not passed these periods

Sig.	statistic	df	SD	Mean	N	Passing entrepreneurship periods	Main variable
0.001	3.34	218	1.51	4.86	110	No	Mathematic field
			1.63	5.57	110	Yes	
0.83	0.214	218	1.23	6.37	110	No	Empirical science
			1.44	6.33	110	Yes	
0.81	0.23	218	0.94	6.47	110	No	Human science
			0.95	6.44	110	Yes	
0.002	3.14	218	1.07	4.43	110	No	Service field
			0.12	4.89	110	Yes	
0.001	3.41	218	1.24	4.16	110	No	Industrial field
			1.32	4.75	110	Yes	
0.001	3.25	218	1.02	4.41	110	No	Agriculture field
			1.09	4.87	110	Yes	

A) Results of t-test for independent groups indicated that there is meaningful relationship between the mean of satisfaction to mathematics science of students have passed educational periods of entrepreneurship skills and students have not passed these periods ($t=3.34$, $p<0.01$) (so that it can be said that satisfaction to mathematics field of students contribute to periods of entrepreneurship skills (5.57) is higher than the mean score of students have not contributed to these periods (4.86). so, H_0 hypothesis is verified and we can concluded that students have contributed to education periods of entrepreneurship skills have more satisfaction to mathematics field than those have not contributed.

B) Results of t-test for independent groups indicated that there is not meaningful relationship between the mean of satisfaction to empirical science of students have passed educational periods of entrepreneurship skills and students have not passed these periods ($t=0.214$, $p<0.01$) (so, H_0 hypothesis is rejected and H_1 is verified and we can concluded that students have contributed to education periods of entrepreneurship skills compared to those have no contributed to these periods are in the same position of satisfaction to empirical science field .

C) Results of t-test for independent groups indicated that there is not meaningful relationship between the mean of satisfaction to human science of students have passed educational periods of entrepreneurship skills and students have not passed these periods ($t=0.23$, $p<0.01$) (so, H_0 hypothesis is rejected and H_1 is verified and we can concluded that students have contributed to education periods of entrepreneurship skills compared to those have no contributed to these periods are in the same position of satisfaction to human science.

D) Results of t-test for independent groups indicated that there is meaningful relationship between the mean of satisfaction to service field of students have passed educational periods of entrepreneurship skills and students have not passed these periods ($t=3.14$, $p<0.01$) (so, H_0 hypothesis is verified and we can concluded that students have contributed to education periods of entrepreneurship skills have more satisfaction to service field than those have no contributed to these periods.

E) Results of t-test for independent groups indicated that there is meaningful relationship between the mean of satisfaction to agriculture field of students have passed educational periods of entrepreneurship skills and students have not passed these periods ($t=3.25$, $p<0.01$) (so, we can say the mean of score of satisfaction to agriculture field in students have contributed to education periods of entrepreneurship skills (4.87) is higher than those have no contributed to these periods (4.41) . we can concluded that students have contributed to education periods of entrepreneurship skills have more satisfaction to agriculture field than those have no contributed to these periods .

Result of third hypothesis testing: Education of entrepreneurship skills is effective on student's job satisfaction.

A) Results of independent t-test in above table show that the mean score of satisfaction to mathematics field in students have passed educational periods of entrepreneurship skills (5.57) is bigger than the mean score of satisfaction to mathematics science of those have not passed these periods (4.86) and t amount with free rate 218 is 3.34 that is meaningful in 0.05 level, because ($P\text{-value}<0.05$, that is, there is meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to mathematics science and with 95% confidence we can said that education of entrepreneurship skills has significant role in the increase of satisfaction of students to mathematics science and satisfaction of students have passed these periods to mathematics science is more than those have not passed these periods. Result obtained from this hypothesis is the same as result of International Labor

Organization (ILO) research that show that entrepreneurship educations have serious effect on individual's job satisfaction. Results of these researches show that entrepreneurship educations have significant effect on the creation of many small businesses and early return agencies.

Many of students educating in Iran or have not satisfaction to their field and or are unfamiliar of its applications in job environments, entrepreneurship educations with respect to obtained results from the test of the hypothesis and obtained results from other researches show that individuals after contributing to these periods have found special satisfaction to job that they have ability to do it and are familiar of its doing method.

B) Results of independent t-test show that the mean score of satisfaction to empirical field in students have passed educational periods of entrepreneurship skills(6.33) and the mean score of satisfaction to empirical science of those have not passed these periods(6.37) and t amount with free rate 218 is 0.214 that is not meaningful in 0.05 level, because(P-value<0.05,that is, there is no meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to empirical science. Obtained results from the hypothesis are opposite to ILO; maybe this is because that the lack of presence respondent who their field of study is consisted to empirical science that is of limitations of this research.

C) Results of independent t-test show that the mean score of satisfaction to human field in students have passed educational periods of entrepreneurship skills(6.44) and the mean score of satisfaction to human field of those have not passed these periods(6.47) and t amount with free rate 218 is 0.23 that is not meaningful in 0.05 level, because(P-value<0.05,that is, there is no meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to human field. Obtained results from the hypothesis are contrary to result of ILO research.

D) Results of independent t-test in above table show that the mean score of satisfaction to service field in students have passed educational periods of entrepreneurship skills(4.89) is bigger than the mean score of satisfaction to service field of those have not passed these periods(4.43) and t amount with free rate 218 is 3.14 that is meaningful in 0.05 level, because(P-value<0.05,that is, there is meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to service field and with 95% confidence we can said that education of entrepreneurship skills has significant role in the increase of satisfaction of students to service field science and satisfaction of students have passed these periods to service field science is more than those have not passed these periods. Result obtained from this hypothesis is the same as result of thesis research totaled' effectiveness of educations of entrepreneurship skills on attitude to job market and job self-concept of individuals referring to entrepreneurship center of Tehran municipality' in 1385.

Service field include jobs in its subsets that mostly in each society with each economic, political, cultural and scientific conditions has fixed setting and people have dealt with it. Kinds of changes of cars and other devices and means have applied in daily life, driving, tailoring, salesmanship and... are of jobs in subset of services area. Entrepreneurship education learns the way of reach to service professional to students that if they do not success in the kind of activity related to their educations, they can easily and with low capital act in one of the service fields. So, job satisfaction in individual have passed entrepreneurship periods is higher to services field than others have not passed these periods.

Results of independent t-test show that the mean score of satisfaction to industry field in students have passed educational periods of entrepreneurship skills(4.75) is bigger than the mean score of satisfaction to service field of those have not passed these periods(4.16) and t amount with

free rate 218 is 3.41 that is meaningful in 0.05 level, because ($P\text{-value} < 0.05$), that is, there is meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to service field and with 95% confidence we can said that education of entrepreneurship skills has significant role in the increase of satisfaction of students to industry field and satisfaction of students have passed these periods to industry field is more than those have not passed these periods. Result obtained from this hypothesis is the same as result of done researches by ILO done in 2002. From these researches concluded that entrepreneurship education has serious effect on employment rate in small businesses, especially profitability in industry area.

Industry area is of businesses that is attractive to many people, especially who have education is this area. Since, many of participants in this research are technical and engineering students and be familiar to setup of one industrial workshop and facilities given by government for them during the passing these periods, it can be said that holding these periods has more significant effect in the increasing the individual job satisfaction have passed these periods than those have not passed these periods.

Results of independent t-test show that the mean score of satisfaction to agriculture field in students have passed educational periods of entrepreneurship skills (4.87) is bigger than the mean score of satisfaction to agriculture field of those have not passed these periods (4.41) and t amount with free rate 218 is 3.25 that is meaningful in 0.05 level, because ($P\text{-value} < 0.05$), that is, there is meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to agriculture field and with 95% confidence we can said that education of entrepreneurship skills has significant role in the increase of satisfaction of students to agriculture field and satisfaction of students have passed these periods to agriculture field is more than those have not passed these periods. Result obtained from this hypothesis is the same as result of Calgary University research in U.S. (1985), results obtained from the research show that entrepreneurship education has greatly effect in improving business conditions of mother industries. Agricultural area in our country is of mother and infrastructure industries that in recent year's education in this area and also training of specialists in this field help to improve its situations and it changed the profession from traditional style to scientific industry. Comprehensive support of government in recent years from this area and familiarity of students with government supportive programs of agriculture during training the entrepreneurship periods and also activity of agriculture in Hamedan and employment of many people to this industry can increase the satisfaction of student to the agriculture field after passing periods.

We conclude from obtained results of the research hypothesis that holding these periods along objectives and policies of implementation of it in Hamedan Payame-Noor University is of reasonable progress and holding the education periods of entrepreneurship has significant effect on business knowledge, job motivation and job satisfaction of students.

Conclusion

Results of independent t-test in above table show that the mean score of satisfaction to mathematics field in students have passed educational periods of entrepreneurship skills (5.57) is bigger than the mean score of satisfaction to mathematics science of those have not passed these periods (4.86) and t amount with free rate 218 is 3.34 that is meaningful in 0.05 level, because ($P\text{-value} < 0.05$), that is, there is meaningful relationship between satisfaction of students have passed educational periods of entrepreneurship skills and students have not passed these periods to mathematics science and with 95% confidence we can said that education of entrepreneurship skills has significant role in the increase of satisfaction of students to mathematic science and satisfaction

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